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OFFICE OF TRAINING BULLETIN

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Sep.-Nov. 1960

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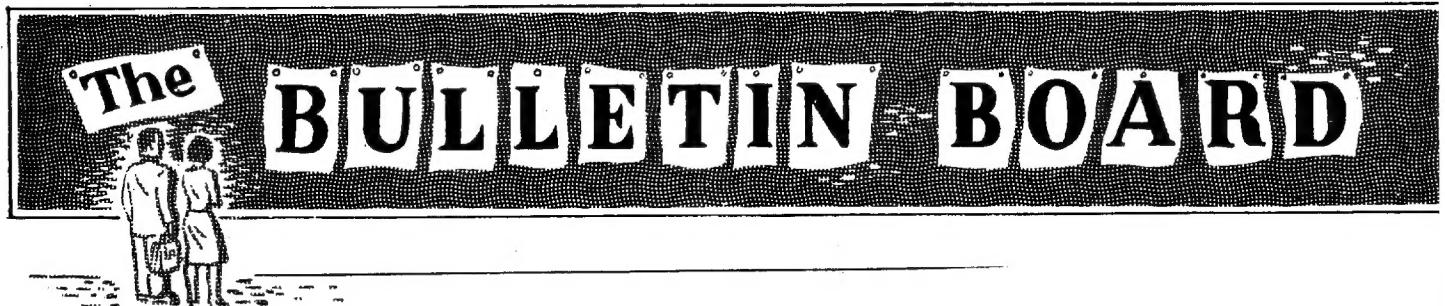
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RELOCATION OF LANGUAGE AND AREA SCHOOL

The offices of the Language and Area School are now located in the Washington Building Annex, (Arlington Towers) 1011 Arlington Boulevard. Except for voluntary language instruction and tutorial study, all full-time and part-time classes are held in the Annex. The Washington Building is in the southeast section of Arlington Towers; the Annex--a sub-structure faced with white concrete--is in the southeast corner of the Building. At present the only entrance faces Arlington Boulevard. There are parking facilities in the general area, and the shuttle bus now stops at the building on its route to the Pentagon.

Offices

Room numbers and telephone extensions of all personnel are listed in the Agency's Telephone Directory, July 1960. Senior personnel and the general offices are:

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<u>Room</u>	<u>Ext.</u>
2206 Arl. T.	
2206 Arl. T.	
2210 Arl. T.	
2206 Arl. T.	
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RELOCATION OF LANGUAGE AND AREA SCHOOL (cont'd)

Voluntary Language Study

Before and after-hours classes are held generally in the Quarters Eye area. None is held in the Washington Building.

Laboratories

A language laboratory in Room 2221 Washington Building is open from 8 a.m. to 6 p.m., Monday through Friday only. The lab in 2132 Eye Building continues on its same schedule: 7 a.m. to 8 p.m. Monday through Friday, and from 10 a.m. to 2 p.m. on Saturday. Those in M and Q are supervised by the Agency components quartered in those buildings and Training Officers have information on the hours they are open.

Proficiency Testing

25X1A9A Foreign language tests are given in Room 2132 Eye Building. The Chief of the Testing Branch, [redacted] may be reached on [redacted]
Training Officers register applicants according to the schedule in Agency Notice [redacted]

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Films

At this time there is nothing definite as to when showings of noontime films will be resumed. Time and place will be announced as soon as satisfactory arrangements can be made.

Shuttle Service

The Washington Building is now on the regular southbound shuttle route. The bus stops on the main road, directly across from the drive which leads to the Building. It goes on to the Pentagon but does not include the Washington Building on its northbound return from the Pentagon.

COST PRINCIPLES COURSE GIVEN BY THE OFFICE OF COMPTROLLER

25X1A9A A twenty-hour Cost Principles Course is conducted four times a year by the Office of the Comptroller. To register or to obtain further information on this course, call [redacted], Comptroller Training Officer, on extension [redacted]

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The course is for employees who are not members of the Support Finance Career Service. As part of the Financial Management Program developed by the Agency, in conformance with Public Law 863, it is intended primarily

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for operational and managerial executives in the components. Since cost-based operational budgets must now be used, the Office of the Comptroller demonstrates in this course how the tools in the Financial Management Program can aid internal managers in doing a more efficient and economical job. It covers the use of cost principles for management of resources, determination of actual costs, and cost-based budgets. Factors of cost finding, cost consciousness, and cost accounting are also reviewed. Techniques of statistics, accounting, and auditing for cost purposes are discussed, and students may submit their specific problems in the seminars.

SUPPORT FOR AGENCY OFFICIALS WHO LECTURE EXTERNALLY

The cooperative response to [redacted] "External Request for CIA Officials as Guest Speakers," has been most gratifying. 25X1A

As the office of record, the Office of Training is able to inform a prospective Agency speaker of previous CIA appearances before the same audience or at the same institution and, in general terms, of the nature and scope of earlier presentations. Obviously, this foreknowledge could prevent possible confusion and embarrassment arising from unawareness of previous appearances.

Further, through the accumulation of such information, CIA will have a more complete record of its presentations to senior officer colleges, other Armed Forces schools, the Foreign Service Institute, and other U. S. Government, private, and civic groups.

As stated in the regulation, the Office of Training does not endeavor to regulate or supervise invitations for guest appearances of CIA officials but acts only in a support role.

25X1A6A AMERICANS ABROAD ORIENTATION - [redacted]

25X1A6A An Americans Abroad Orientation for Agency employees and their dependents who are going to [redacted] is now available in the Area School/LAS. It runs two full days and combines the features of a country and a regional orientation.

25X1A6A The geographical, historical and cultural aspects of [redacted] the neighboring [redacted] and areas which are accessible to Agency employees and their dependents, objectives of American foreign policy in Oceania and East Asia, and the characteristics of populations in the area

25X1A6A [redacted]

25X1A9A For further information on this course, consult your Training Officer or Chief Instructor, on [redacted]

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EXPANSION OF AMERICANS ABROAD ORIENTATIONS

The Office of Training's Area Training Program in the Language and Area School is concerned exclusively with improving the overseas performance of both employees and their dependents. Intensive efforts are being made to enrich and tailor the content, increase the availability, and expand geographic coverage of Americans Abroad Orientations. Greater emphasis is being placed on the values and behavior of those in foreign areas, and to problems Americans have in dealing with these people. Themes of basic importance to success of a tour and for long-range good of both the individual and the Agency are emphasized. An attempt is made to deepen a person's awareness of area-connected considerations which affect his assignment.

Approximately forty countries in six world regions are being covered in the program: East Asia, Southeast Asia, Middle East, Africa South, Western Europe, and Latin America. Within the next month, coverage will be extended to South Asia and Africa North. Instructors will give the orientations on an individual basis or to a family group if they are not available for scheduled briefings. LAS also has an "Introduction to Overseas Effectiveness" course which is available on request. The course is not aimed at a particular area: it is directed to personal and cultural factors affecting the overseas performance of individuals.

The number of employees and dependents who have completed Area Orientations in the first half of 1960 is encouraging. Enrollment increased 100 % over the corresponding period in '59 and the total number of presentations grew from fourteen to sixty-five. The number of individual countries given specific coverage multiplied almost five times, and the total number of Agency components actually enrolling employees and dependents rose from fifteen to twenty-three.

For further information about this program, consult your Training Officer or [redacted] Chief of Area Training, [redacted]

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BASIC FIRST AID TRAINING

The Medical Staff conducts a Basic First Aid Course tailored to meet specific or unusual requirements. It is not regularly scheduled but the Training Officer for the Staff, [redacted], [redacted] can arrange a presentation to suit the time and place of the requestor.

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It is usually a twelve-hour course. Instruction covers emergency care and handling of the sick or injured--care required before professional medical attention can be obtained. A course is intended to prepare a person to meet everyday emergencies and those emergencies that may be encountered in disaster situations.

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TRAINING OF INSTRUCTORS

The Office of Training conducts an Instructor Training Course for individuals required to teach in formal courses or to give on-the-job instruction. It is usually a one-week course, but it can be less since its design is flexible and thus can be tailored to meet specific problems in instructing. It can be presented wherever necessary--in the local area or at some other preferred site. Pre-course discussion between the Chief Instructor and the requesting office is necessary in planning the coverage.

There are discussions of the basic principles of learning and teaching, their practical application to classroom situations, and the techniques of planning lessons and courses. Students prepare and present the types of instructional methods required in their actual teaching assignments. These methods include the lecture, demonstration, problem solving, conduct of practical exercises, class discussions, case studies, and role playing. Instruction is also given in the use of audio-visual aids.

Refresher Training

For instructors who desire further experience and knowledge in order to improve instruction in their specific sphere of interest, refresher training in the form of an Instructor Workshop is available. The dates, length, and location of this course can be adapted to meet the needs of the requesting office. Among the subjects are the improvement of lectures, new techniques in the design, preparation and use of audio-visual aids, use of role playing in instruction, techniques in improving demonstrations, new methods of evaluating a student's progress, and the use of case studies, lesson plans, and teaching machines.

For further information or to arrange for a course, call the Chief Instructor, [redacted] on [redacted]

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REPORT ON A NEW TEACHING METHOD

A training method which has been arousing respectful interest among professional educators is one that has been variously called self-teaching, automated teaching, or auto-instruction. Carefully controlled study of this method is only just beginning, but encouraging results have been reported from its application to such diverse subjects as algebra, arithmetic, logic, music, philosophy, physics, spelling, and the writing and speaking of foreign languages. Claims have been made that students, with the aid of this new method, have learned the fundamentals of such subjects not only in half the usual time but with half the usual effort. OTR has been following these developments with increasing interest for several years, maintaining liaison with both public and private agencies as well as supporting research projects of its own in this field.

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REPORT ON A NEW TEACHING METHOD (cont'd)

An auto-instructional method not only requires the student to demonstrate what he has learned, but also tells him whether he is right or wrong. Essentially, this is done with a series of questions and answers, known as a program. These question-and-answer combinations, of which there are usually a great many, lead the student by small steps to an ever-increasing familiarity with the subject. In the beginning the student is given strong hints to help him with the answers, but gradually the hints are withdrawn and the student finds that he is handling problems of steadily increasing complexity entirely by himself, and with few errors.

A self-teaching program, once prepared, can be presented to the student in a variety of ways. Flash cards represent one of the simplest forms suitable for this method. A more recent and more complicated form--intended for use with college students and adults--is the "programmed textbook." This form uses a bound or looseleaf volume which requires the student to turn a page to find the answer. Still more complicated devices, called teaching machines, may be used whenever it becomes important to prevent the student from looking ahead to the answers, or whenever it is important to get a record of his answers. As their name suggests, teaching machines are mechanical gadgets for controlling the way the program is presented and are not an essential part of the new method. They vary in size from portables to floor models, from \$20 to \$6,000. At present there are more machines available on the commercial market than there are programs.

Dr. B. F. Skinner, Professor of Psychology at Harvard University, who is largely responsible for the rapidly-developing interest in this new method of teaching, has pointed to three major reasons for its apparent success. One of these is the fact that the method forces the student to take an active part in the learning process. He must be more on his toes than he need be, for example, in the usual lecture. A second reason for its apparent success is the added incentive aroused in the student by being promptly informed of any mistakes. The third reason lies in the succession of small steps through which the student is led to his ultimate mastery of the subject matter. All of these reasons contribute not only to solid growth in skill and knowledge but also to increasing self-confidence in handling the new materials.

The most significant test of the effectiveness of this new method was carried out this spring in Pittsburgh high schools. Several hundred students in a televised physics course were given programmed material. Final results are not yet available, but preliminary analysis demonstrates that "the self-tutoring materials have made a significant contribution to the level of achievement attained by participating students. The magnitude of the increase in achievement is great enough to conclude that,

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when properly written, self-instructional materials represent an encouraging development in educational procedure."

Perhaps the most serious disadvantage of the new method is the considerable investment of time and effort needed for proper programming. For example, over 3,000 items had to be developed in the programming of six weeks of work in the televised course. Programming took the equivalent of almost a year's work on the part of a well-trained professional; such an elaborate program is bound to be tedious to revise. For these reasons, auto-instructional methods may be impractical for teaching subjects that are either rapidly changing or infrequently required.

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Those interested in discussing the possibilities of applying this new method to Agency training programs may call [redacted] [redacted]

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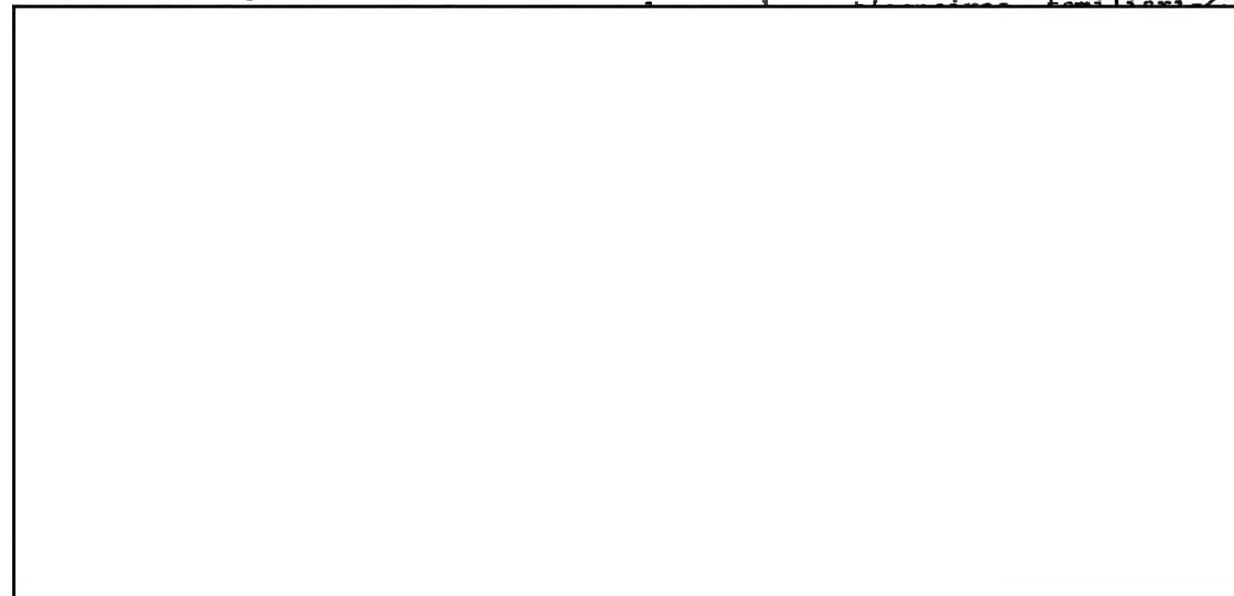
Note: Your attention is called to an article in the September 24 edition of the Saturday Evening Post entitled, "Can Machines Replace Teachers?" and another in Fortune, October 1960, entitled, "Can People be Taught like Pigeons?"

CHANGES IN OPERATIONS SUPPORT AND ADMINISTRATIVE PROCEDURES COURSES

The Intelligence School/OTR has changed the prerequisites for the various phases of the Operations Support and the Administrative Procedures Courses. It has also made some changes in the subject matter.

Formerly in the Operations Support, a student had to take the full five weeks of instruction. Now he may take Phase I or Phase II. Phase I is on Tradecraft and has been increased to three weeks. Phase II on Support Procedures has been reduced to two. For admission to Phase II, however, he is required to have completed Phase I during the preceding year or to have had the equivalent in Agency experience or formal training. Phase I

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IBM PROFICIENCY PROGRAM

In March of this year OTR made arrangements for 179 Agency employees to attend a Typewriting Proficiency Program given by the Typewriter Division of IBM. The Division cannot schedule another program exclusively for Agency personnel at any other time in 1960. It is, however, conducting daily classes for employees of the Federal Government and will reserve a limited number of places for Agency personnel. Classes will be held in the Bender Building, 1120 Connecticut Avenue, Monday through Friday, 24 October-16 December, from 1:00 to 4:00 p.m.

Although the program is primarily for typists and stenographers, supervisors of clerical employees may attend. Training Officers should call the External Training Branch on [redacted] to make arrangements for personnel to attend.

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ORIENTATIONS FOR TRAINING OFFICERS AND TRAINING ASSISTANTS

The Registrar Staff/OTR conducts orientation programs for Training Officers and for Training Assistants. The Training Officer Orientation is a sixteen-hour program designed for persons who are charged with or who are about to assume responsibility for the training of personnel in their office and is also suitable for other professional employees who are concerned with training matters and for whom a refresher program in current OTR activities could be beneficial.

The program covers the Agency's interest in, and provision for, the training of its careerists, the support role of OTR, and the internal and external programs available to employees of the Agency. It includes a review of pertinent regulations, processing procedures, standard forms, and general services which Training Officers need to know in order to use OTR's resources and facilities effectively. It is scheduled as necessary, and is given to small groups to permit variability in points of emphasis and amount of detail. Approximately half of the time is spent in briefings by members of the Registrar Staff on the support functions of the Staff. The remainder of the program consists of visits to other offices of OTR for the purpose of meeting key personnel and getting acquainted with their activities.

During the eight-hour briefing for Training Assistants, a detailed explanation is given on procedures for enrolling employees in internal and external courses, training forms, prerequisites, special requirements, distribution of training reports, use of the Agency Training Record, foreign language proficiency awards, and on processing arrangements for external programs.

For additional information on the orientations, call the Chief, Admissions and Information Branch, Registrar Staff, on [redacted]

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REPORT ON THE LANGUAGE DEVELOPMENT PROGRAM

In the policy section of the newly passed Foreign Service Act Amendments of 1960 the following statement occurs:

It is the policy of the Congress that Chiefs of Mission and Foreign Service officers appointed or assigned to serve the United States in foreign countries shall have, to the maximum practicable extent, among their qualifications a useful knowledge of the principal language or dialect of the country in which they are to serve, and knowledge and understanding of the history, the culture, the economic and political institutions, and the interests of such country and its people.

The appearance of a lower-case o in the phrase "Foreign Service officers" in this statement of policy can be taken as the handwriting on the wall for the future course of the Agency's language development efforts. It can be said, in general, that the Language Development Program of the Agency was set up to anticipate and pursue for the Agency the goals expressed in the material quoted above. The initial aims of the Program were to stimulate interest among members of the Agency in acquiring language proficiency and to provide through testing a roster of available skills.

Great emphasis was placed on voluntary acquisition of language skills outside of normal duty hours. To aid in this the Voluntary Language Training Program was set up in the spring of 1957 and all those were admitted to it who wished to study a language.

After almost three years of operation it gradually became apparent that the Language Development Program could be revised to make it more efficient and responsive to the needs of the Agency. The following specific points were noted:

1. At the end of the three years' operation, only about 25% of the language proficiencies claimed had been tested as a result of voluntary submission to tests in connection with the Awards Program.

2. The Awards Program and the Voluntary Language Training Program had produced results predominately in the elementary level of proficiency and in the common languages, French, German, Spanish, and Italian.

3. The bulk of students in the common languages were in job categories where it was doubtful whether their linguistic ability would be of more than marginal use to the Agency. Approximately 80% of the individuals taking elementary courses in common languages were in these categories.

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REPORT ON THE LANGUAGE DEVELOPMENT PROGRAM (cont'd)

4. Information was not available on the specific needs of the Agency for foreign language skills.

5. The Awards Program had become synonymous with language development, and the need was apparent to sharpen the focus of the Language Development Program on the specific needs of the Agency.

Accordingly, the decision was taken to revamp the Language Development Program. The first step was taken a year ago when we began to phase out the elementary courses in French, German, Italian, and Spanish in the Voluntary Language Training Program so as to take emphasis away from these languages at the elementary level and provide opportunities in less common languages and the upper proficiency levels of the common languages. However, elementary training in the common languages is given in the directed program. The phasing out of elementary courses will be completed at the end of the upcoming fall semester. As a result there has been a noticeable increase in enrollments in upper-level classes in the common languages, but no significant increase in the less usual languages.

Following this development the Committee for Language Development proposed that the Deputy Directors survey within their components their needs for language skills. What was contemplated in such a survey of requirements was an effort to identify the kinds and levels of language competences needed for individual jobs and groups of jobs, particularly in overseas stations, and secondarily at headquarters. This has been done in DD/S and DD/I with the result that some very solid thinking is being done now on policies for encouraging and guiding language development.

In order to translate this thinking into effective action, it was necessary to revise [redacted] on the Language Development Program. Generally, the aim of the revised regulation is to refocus the emphasis in the Language Development Program on the development of specific skills which are useful to the Agency, and to make the Language Awards a means to that end. Proficiency testing of all those individuals who claim a language proficiency was made mandatory for the first time. Support of this mandatory testing program is essential in order to gain the necessary information on our present state of proficiency. At present the roster of skills is still less than 50% complete in showing test results for claimed proficiencies. Increased testing capacity this fall should make it possible to test virtually all those claiming high and intermediate levels of proficiency by the beginning of Calendar Year 1961.

To aid further in the development of policies and controls over language development in the Agency, the new regulation provides that applications for language awards be certified by Career Boards as useful to the Agency

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before awards are made. This gives the Boards the opportunity to weed out those individuals whose proficiency cannot reasonably be expected to result in benefit to the Agency.

It is, of course, necessary that the Boards have guidance in passing on these applications. Many of the applications now coming before the Boards are based on an understanding under the old regulation that the award is based on past effort. This should continue to be an important criterion during the transition phase. To do otherwise would to some extent be a breach of faith. In addition to the responsibility to certify awards, the new regulation places the responsibility on Operating Officials and Heads of Career Services to counsel and guide individuals under their jurisdiction in gaining linguistic skills useful to the Agency. Only after such guidance and counseling have made clear to the individuals concerned what is expected of them can the criterion of usefulness to the Agency be applied fully. It is precisely in this area of responsibility that the greatest gains are possible.

One of the deficiencies of the old regulation was that the standards it set for language development were very general. The new regulation has refined this to the point of saying that the proficiency must be potentially useful to the Agency. The quotation from the Foreign Service Act Amendments above affords a closer definition. This is further spelled out for the Department of State in another part of the Amendments to the effect that the Department will identify the levels and type of language proficiencies necessary for each of its posts and undertake necessary steps, including training to fill these requirements by 1 July 1963. If we are to keep up with the progress in Government generally in this field, we must voluntarily give the same attention to the problem which is required at the moment of State.

Too much of our present effort in language training is devoted to producing slight and low elementary proficiencies. It has been quite generally agreed for some time now that intermediate proficiency is the lowest level which has general operational usefulness. The emphasis in the Language Development Program to date has been very heavily on voluntary training. The facts are that voluntary training has resulted in the maintenance of a number of useful skills, but it has developed only a small number of intermediate and high competences. Over-all figures are not available, but the experience of the Voluntary Language Training Program is indicative. Of a total of 2000 students in the Voluntary Program, approximately 50 have achieved intermediate proficiency. Voluntary efforts can give us a long boost toward the ultimate achievement of satisfactory levels of linguistic competence, but the actual achievement of these goals must be accomplished largely by directed training.

The pattern of language training in the Agency has always been to rely too much upon short-term training immediately before departure for the

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REPORT ON THE LANGUAGE DEVELOPMENT PROGRAM (cont'd)

field. This has been successful largely in those areas where training was conducted on a full-time, intensive basis. The best record of this sort has been attained by EE Division in connection with the preparation of case officers for the German station. It has been the policy of the Division for several years to accept case officers only after the equivalent of a Basic Full-time German course and preferably 30 weeks of full-time training. This requirement has resulted in a high level of linguistic competency. Recently such a policy has been initiated in Arabic by NE Division. Real gains can be expected from this training.

Full-time training is not, however, always feasible as the sole means of training individuals for field assignments. This is particularly true in the less common languages where the necessary period of study for the attainment of real competence is much longer. If voluntary training and part-time directed training are begun soon enough, i.e., planned far enough ahead of time, a cadre of partially-trained personnel will result who can be given their intermediate and advanced training intensively in a relatively short time after an assignment is in view. The training of a person to operate successfully depends upon the expenditure of the equivalent of 25-60 weeks of full-time training, depending upon the language. This can be done in many ways, but the time limit cannot be reduced much. In some of the more difficult languages it may be necessary to depart from the usual pattern and produce long-term specialists in language. Proper use of all types of training can ensure a steady flow of trained people only if our efforts in language development coincide with a long-term plan.

Recently the Office of Training set up a tutorial program to provide a roster of cleared tutors for short-term training. Such a program can be useful in many ways, such as the refresher training of individuals with a useful competence in a language prior to overseas assignment. It is further useful as an economical means of providing training in languages where there is not enough demand for training to justify maintaining regular classes, or providing part of a language training program when classes are not otherwise available.

In the first six months of the program nearly one-half of all training accomplished was short-term elementary training in French, German, Italian, and Spanish. The periods of training were in all cases not long enough to provide more than minimum competence in the language. When people are given minimum training and then sent overseas, they become members of a large group in the Agency who find it difficult ever to achieve more than elementary proficiency in a language because they had insufficient basic training. Only those with the highest aptitudes can be expected to learn the language adequately on their own, even in the country where it is spoken.

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Only careful planning and direction of the voluntary and directed training of Agency personnel along the lines suggested here can produce the results required of us within the financial limitation placed upon us. The provision in the regulation for Career Board review can become the instrument for managerial insistence upon adherence to high standards of language proficiency in the Agency.

- - - - -

Much of what has been said here points up the fact that the Language Development Program is not merely a training problem but rather a management problem of considerable proportions. Recognition of this fact is apparent in the Inspector General's recent report on training requirements in the Agency. Specifically the following recommendations on language development were made by the Inspector General:

"DD/P instruct all supervisors to observe, in requesting language training, the principle that training in regular classes is the normal and most effective method, and that resort to tutorial training shall be only in exceptional cases and where required by security considerations, unavoidable pressure of time, or other valid reasons.

"DCI issue instructions that Agency regulations be amended by adding new provisions (a) directing the Deputy Directors to identify the categories of employees for whom specified degrees of language proficiency are required and to tie these standards of proficiency into promotion practices, and (b) directing the Deputy Directors to identify those positions, or that proportion of positions, in each overseas station that may be filled only by individuals who possess, to the degree specified, the language commonly used in the general area of that station.

"DCI issue instructions that Agency regulations be further amended to make language proficiency testing, according to Agency standards, mandatory for all employees who are required to have language skill.

"DD/P direct that in all long-range operational planning the implications with respect to possible radical change in requirements as to the nature or extent of language capabilities be carefully considered and that the conclusions reached be regularly and promptly communicated to the DTR.

"DD/P give clearer recognition to the necessity for developing in larger numbers than at the present rate linguistically qualified area specialists.

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REPORT ON LANGUAGE DEVELOPMENT PROGRAM (cont'd)

"The Deputy Directors take such measures as may be necessary to cause all staff employees under their jurisdiction who claim language competence to submit to the Office of Training tests at the earliest practicable moment.

"DD/P consider the advisability of placing directly on the division chiefs the responsibility for all scheduling of language training for personnel in the division and for monitoring the timely carrying out of the language training thus scheduled."

VOLUNTARY LANGUAGE TRAINING PROGRAM

The current semester of OTR's Voluntary Language Training Program which began on 12 September has 132 students studying ten different languages: Arabic, Chinese, German, Italian, Japanese, Persian, Russian, Spanish, and Swedish.

25X1A We wish to remind Training Officers of the following requirement, which is stated in the revised [redacted] Language Development Program, dated 8 May 1960, for enrollment in the VLTP:

"1.d.(1) (b) Voluntary Language Training:
Language training undertaken by the individual on off-duty time, including training that may be undertaken at the request of a sponsoring component, without overtime compensation, in preparation for a planned assignment. Such training may be sponsored by the Agency, if recommended by the Head of a Career Service or an Operating Official as being potentially useful to the Agency."

Form No. 73, Request for Internal Training, will continue to be used for registration.

MAPS, AERIAL AND GROUND PHOTOGRAPHY COURSE

The Intelligence Research (Maps and Photo Reading) course has been extended from 27 to 45 hours to provide additional time for adequate coverage of each element of the course and to allow sufficient time for completion of practical exercises and the addition of new exercises. The present course will run through 18 November, and the next is scheduled in early January 1961. Classes are conducted on Monday, Wednesday, and Friday mornings from 0900 to 1200 hours in Room 2027 R&S Building. For further information, contact the Chief Instructor, [redacted] on extension [redacted]

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PREPARATION FOR SENIOR OFFICER COLLEGES

The Agency participates regularly in senior officer courses conducted by the Department of Defense and Department of State and has an established quota at each of the following: National War College, Industrial College of the Armed Forces, Army War College, Air War College, Naval War College, Armed Forces Staff College, and Department of State's Senior Seminar in Foreign Policy. Recent graduates of these courses have recommended that future representatives from the Agency be thoroughly prepared by formal training as well as by suitable job experience for the seminars and panel discussions requiring their participation. Since the objective of these senior officer colleges is to train officers of the Armed Forces and certain other Government agencies to exercise joint high-level command and staff functions, and perform strategic planning duties in their respective departments, a sound understanding of Agency missions, organization, functions, activities and relationships with the Armed Forces is essential.

The Office of Training offers two courses, the Clandestine Services Review (two weeks - 80 hours) and the Intelligence Review (two weeks - 40 hours), both of which cover subject matter deemed to be excellent preparation for personnel selected to attend the senior officer programs. As a guide for planning, we are listing the dates (tentative) for future courses:

Clandestine Services Review

23 Nov - 9 Dec 60.
 9 Jan - 20 Jan 61
 15 May - 26 May 61
 11 Sep - 22 Sep 61
 27 Nov - 8 Dec 61

Intelligence Review

30 Jan - 10 Feb 61
 27 Mar - 7 Apr 61
 15 May - 26 May 61
 2 Oct - 13 Oct 61

CLERICAL TESTING

The next four Clerical Skills Qualification Tests, given to Agency employees who have to qualify at established Government levels in shorthand and typing, are scheduled to be given in Room 508, 1016 16th Street on 31 October, 14 November, 5 December, and 19 December. Typing is at 1:15 p.m. and shorthand is at 2:00 p.m.

These tests are administered by the Clerical Training Faculty of OTR. Supervisors or Placement Officers should call extension 2100 to register their employees. The Chief/Clerical Training sends a report of the results to the employee's Placement Officer. Anyone who does not meet the required standards has to wait at least five weeks before he is eligible to be retested.

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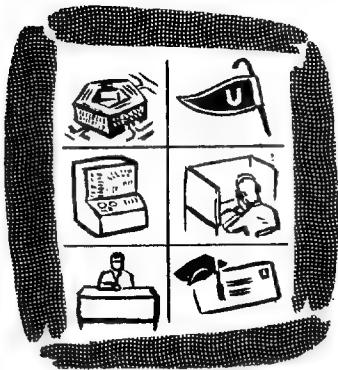
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INTELLIGENCE PRODUCTS EXHIBIT

There will be another Intelligence Products Exhibit on Thursday, 17 November, from 0945 to 1200 hours in the R&S Auditorium. This one will be held in conjunction with the IOC which runs from 14 November through 2 December. Agency employees may come at any time during the scheduled hours. It has become recent practice to invite representatives of the USIB to these exhibits and the Intelligence School plans to invite them to the one on 17 November.

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External PROGRAMS

The Agency may sponsor an employee's attendance at any of the programs summarized in this section of the Bulletin or at any other approved programs conducted at external facilities. An employee who is planning sponsored study at a Government facility or who is planning to utilize an Agency quota at a non-Government facility should not make any direct inquiries to the institution about its enrollment procedures; nor should a supervisor of the employee. He should call [redacted], Chief, External Training Branch, RS/TR, [redacted] who will make the necessary arrangements. However, if an employee plans to attend a full-time or part-time program at a non-Government facility, under Agency auspices, he may inquire about the program, and, upon approval of sponsorship, will enroll directly. He is responsible for fulfilling all requirements for admission that are set by the institution.

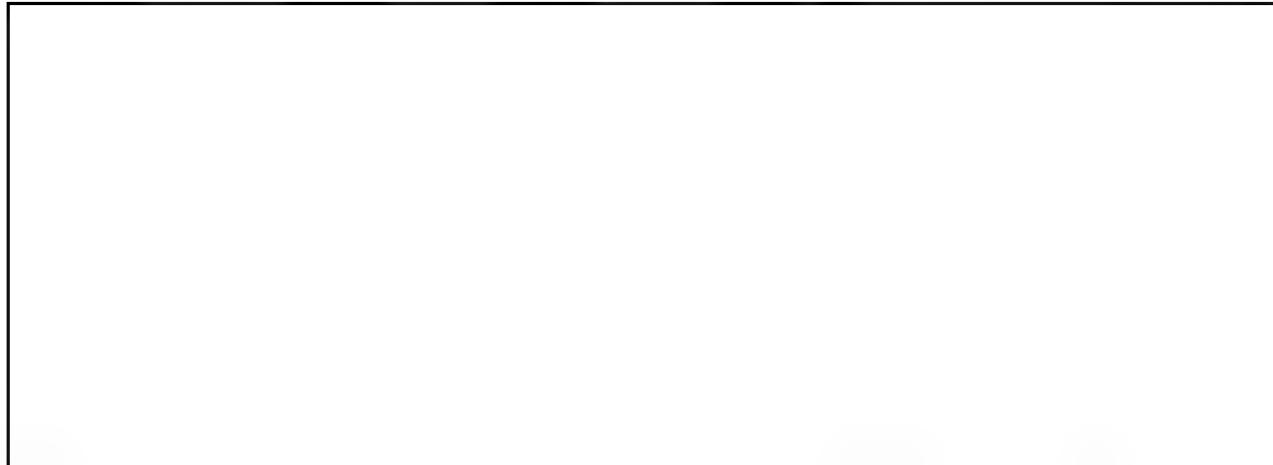
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Any employee who attends at his own expense should make his own arrangements, governed by the Agency's security requirements.

The Admissions and Information Branch, [redacted] can provide details on the following programs and can also obtain information on other programs in which you may be interested. It maintains a collection of material on courses at domestic and foreign schools, other Government-conducted programs, and on those sponsored by private enterprise.

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SPECIAL DAYTIME COURSES - GRADUATE SCHOOL, U. S. DEPARTMENT OF AGRICULTURE

In addition to its regular evening courses during the Academic Year 1960-61, the Graduate School of the Department of Agriculture will offer a number of seminars, workshops, and courses during the day. These include:

Seminar on Data Processing for Federal Executives:

A course to acquaint Federal executives (GS-14 and above) with the scope, challenge and capabilities of modern data processing techniques and equipment. The next seminar is from 1 November to 15 December 1960. It consists of 13 two-hour sessions.

Management Development Program for Federal Executives:

Introduces professional, scientific or technically trained operating officials (GS-14 and above) to current principles and practices of management. Each program consists of three phases: a two-day pre-workshop meeting, a nine-day workshop, and a two-day follow-up meeting. Phases I and III will be held in Chevy Chase, Maryland; Phase II will be conducted in Williamsburg, Virginia. The schedule is as follows:

<u>Phase I</u>	<u>Phase II</u>	<u>Phase III</u>
15 Dec - 16 Dec 60 17 Jan - 18 Jan 61	23 Feb - 3 Mar 61 14 Mar - 22 Mar 61	22 May - 23 May 61 1 Jun - 2 Jun 61

Reading Improvement:

A six-week course primarily for professional and technical employees whose jobs require a great deal of reading. Classes will be held for one and a half hours, three times a week, as listed below:

7 Nov - 16 Dec 60
9 Jan - 17 Feb 61
20 Feb - 31 Mar 61
3 Apr - 12 May 61
15 May - 23 Jun 61
26 Jun - 4 Aug 61

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Institute for Federal Contract Negotiation Officers:

A two-week course which offers an opportunity for contracting officers (GS-11 and above) to expand their knowledge and exchange ideas on contract negotiation principles and techniques. Dates for fall and spring classes will be announced.

PUBLIC CAREERS PROGRAM - GEORGE WASHINGTON UNIVERSITY ✓

The George Washington University, in cooperation with the Federal Civil Service Commission, has established a Public Careers Program. Under this program it will be possible for a student to earn a large part of his expenses while in full-time attendance at the University. By attending summer school a student can complete requirements for a degree within four years.

The participating Federal agencies are the Department of State, Department of the Navy, National Bureau of Standards, and Federal Communications Commission. Two students will cover a position full time by working on alternate days. Each will attend classes on the days he is not working. A full-time annual salary is paid for the position, with each employee receiving an amount proportionate to the number of days he works during each pay period.

To be eligible for this program, a candidate must have maintained at least a "B" average in the last two years of high school. He must be recommended by his school as being of scholarship caliber and must attain a minimum score of approximately 600 on each part of the Scholastic Aptitude Test of the College Entrance Examination Board Tests. In addition each must pass a Civil Service test for typists, stenographers, or student trainees. A pre-employment physical examination is also required.

Applications should be made through the Office of Education Counseling, The George Washington University.

DEGREE OF ASSOCIATE IN SECRETARIAL ADMINISTRATION - GEORGE WASHINGTON UNIVERSITY

The College of General Studies of The George Washington University in cooperation with the Department of Secretarial Studies, has a new program leading to the degree of Associate in Secretarial Administration.

The course consists of 21 semester hours in secretarial studies and 39 semester hours in accounting, business administration, economics, English, psychology, speech, and statistics. Upon completion, a secretary should

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DEGREE OF ASSOCIATE IN SECRETARIAL ADMINISTRATION (cont'd)

be able to originate correspondence, read long reports and articles rapidly, write digests of them, understand financial statements, investments, accounting procedures, basic economics, and statistical measurements. The importance of good human relations in her work with others is emphasized.

Admission as a candidate is granted on the basis of a personal interview, an acceptable certificate of graduation from a secondary school, satisfactory passing of College Entrance Board Examinations, or satisfactory credentials from an accredited institution of higher learning.

SEVENTH INSTITUTE ON ELECTRONICS IN MANAGEMENT - AMERICAN UNIVERSITY

The American University will hold its Seventh Institute on Electronics in Management from 31 October through 4 November 1960. The purpose of the Institute is to report and evaluate current developments in the field of Automatic Data Processing systems. Topics for discussion include: integrated data systems; developments in data communications; new equipment reports; automatic programming and common language; advanced management information systems; automatic character reading experience; information storage and retrieval; automatic data processing systems service centers; training and education; and computers and management science.

Related Institutes scheduled for 1960-61 are:

13-17 February 61	Third Institute on Information Storage and Retrieval
24-28 April 61	Sixth Institute on Research Administration
15-26 May 61	Eighth Institute on Records Management

AIR TRANSPORTATION INSTITUTE - AMERICAN UNIVERSITY

The School of Business Administration, The American University, will conduct its 14th Air Transportation Institute from 7 November through 18 November 1960. The program will focus on problems of management operations and special issues in the regulation of domestic and international air transportation. It is to prepare the junior executive for broader management responsibilities. It includes:

- Economics and Organization of Air Transportation
- Problems of Management Operations
- Problems of Regulations
- Problems of Coordinating Military and Civilian Operations

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THE ECONOMICS OF NATIONAL SECURITY - INDUSTRIAL COLLEGE OF THE ARMED FORCES

The Industrial College of the Armed Forces, Fort Lesley J. McNair, Washington, D. C., has a graduate-level correspondence course in "The Economics of National Security." It is available, free of charge, to civilians who hold executive or professional positions (GS-11 or above) with the Federal Government. A college education or its equivalent is highly desirable. Applicants who do not meet these standards but have compensating education and experience will be considered on their individual merits.

The College, operating under the direction of the Joint Chiefs of Staff, conducts these courses in the economic and industrial aspects of national security under all conditions, and in the context of both national and world affairs.

The course is based on the 10-month resident course conducted by the College for senior military officers and key civilian personnel to enhance their preparation for important command, staff, and policymaking positions in the national and international security structure. It consists of 22 bound volumes organized into five integrated units of study: Background Information, Resources and Facilities, Processes in the Economics of National Security, Foreign Aspects of National Security, and Problems of National Security. The entire course is usually completed in about a year.

Certificates are issued to those who satisfactorily complete the full course. Military Reservists not on extended active duty may earn a total of 48 credit points.

STUDY DISCUSSION PROGRAM - AMERICAN UNIVERSITY AND UNIVERSITY OF VIRGINIA

The American University and the Northern Virginia Center, University of Virginia, are jointly offering round-table seminars in the humanities during the Fall 1960. Groups will meet at several locations in the Metropolitan Washington area.

This is a non-credit program which will run for ten weeks. The groups meet for two hours, one evening per week. Reading material is provided in advance. The discussions are conducted under the direction of trained group-leaders. It is anticipated that the following topics will be used:

Looking at Modern Painting
Discovering Modern Poetry
The Ways of Mankind
World Politics
American Foreign Policy
Russian Foreign Policy

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DEGREES IN FOREIGN SERVICE - GEORGETOWN UNIVERSITY

The Edmund A. Walsh School of Foreign Service, Georgetown University, offers curricula in International Affairs, Foreign Trade, and International Transportation which lead to the degree of Bachelor of Science in Foreign Service. Full-time students can normally complete the required courses in eight semesters. Part-time curricula have been set up so that a student can complete requirements for a degree in five years by taking 18-24 semester hours during an academic year and 12 hours during a summer session.

During the first two years under the three part-time curricula are the usual courses in English, history, language, etc. Beginning with the third year, a student takes courses in his special field. An International Affairs major schedules courses in international law, international relations, comparative government, and international organizations. Courses in business finance, legal concepts of commerce, ocean transportation, accounting, and exporting are required of majors in Foreign Trade and in International Transportation. In addition, for a major in Foreign Trade, a student must take courses in marketing, international economics, and foreign trade research; for International Transportation, he must take air transportation, ocean transportation management, economic survey, traffic management, international transportation research, transportation insurance, and transportation laws.

A student who has been awarded a B.S.F.S. degree, or has the equivalent of that degree, may enroll in The Graduate School of the University and earn a Master's degree in Foreign Service.

MANAGEMENT INSTITUTE - AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION

The American Society for Public Administration will conduct a Management Institute on "Public Administration Practices and Perspectives" from 13 to 18 November 1960 at Indiana University in Bloomington. Participants will be from upper-level administrative, managerial, and executive positions in the federal, state, and local governments. Registrants in the federal service usually range from Grade GS-14 and up. Subjects to be covered are:

Environment of Administrative Action
Management Skills in Decision Making
Organizing to Achieve Agency Objectives
Communication within the Organization: Problems and Approaches
Human Relations: Translating Individual Motive into Group Purpose
Building Support for Program Goals
Utilization of Staff Services
Perspectives: Inter-jurisdictional and Inter-agency Relations

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EXECUTIVE DEVELOPMENT WITH NEW DIMENSIONS - UNIVERSITY OF PITTSBURGH

The Graduate School of Public and International Affairs, University of Pittsburgh, will conduct its second program in "Executive Development with New Dimensions" from 29 January to 11 February 1961. This two-week program is designed for senior administrators from various specialized fields in Government to develop their effective performance of executive functions. Subject matter includes:

Perceptions of the Executive
The Self and Barriers to Personal Effectiveness
Management Process at the Executive Level
Distribution of Executive Time
Values and Executive Decisions
Management Games and Decision Simulation
Tests of Executive Effectiveness
Individual and Groups in Organization
Executive Personnel Problems
Perspectives for Organization Design
New Concepts in Organization Planning
The Executive and Organization Decisions
Processes and Conditions of Decision
Indicators of Management Effectiveness

PROFESSIONAL MEETINGS AND CONFERENCES

District of Columbia Political Science Association, December 1960,
Washington, D. C.

Conference on the Caribbean, 1-3 December 1960, University of Florida.
Theme: Central America (excluding Panama)

Council for Latin American Affairs, 17-19 November 1960, Syracuse
University.

Modern Language Association of America, 27-29 December 1960, Philadelphia,
Bellevue Stratford Hotel (The Linguistic Society of America meets
with MLA).

Institute of International Education, 30 November-3 December 1960.
San Francisco, Jack Tar Hotel.

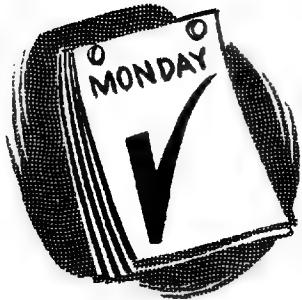
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Registrar's REMINDERS

Dates of all OTR courses for the remainder of 1960 are listed. Any changes in those previously announced are identified with an asterisk.

Applications (Form 73, Request for Internal Training) are sent to the Registrar through Training Officers. The Training Officer will notify the applicant of acceptance in a course.

<u>Course</u>	<u>Close of Registration</u>	<u>Dates of Course</u>
Budget and Finance Procedures (Ft-80 hrs)	7 Nov	14 Nov - 25 Nov
25X1A6 [redacted]		
CIA Review (Pt-2 hrs) 117 Central	Register with TO	8 Nov 13 Dec
Clerical Refresher Program (Pt-20 to 30 hrs) 508, 1016 16th Street Pre-test for shorthand on the Thursday before beginning date of course. Hours for test: 0930-1100	17 Nov	21 Nov - 16 Dec
Communist Party Organization & Operations (Pt-80 hrs) 0830-1230 2103 Alcott	9 Nov	14 Nov - 9 Dec
Dependents Briefing (Ft-6 hrs) 117 Central	Register with TO	1 Nov - 2 Nov 6 Dec - 7 Dec

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	<u>Course</u>	<u>Close of Registration</u>	<u>Dates of Course</u>
	Effective Speaking (Pt-24 hrs) Mon, Wed 0930-1130 2027 R&S	28 Nov	5 Dec - 25 Jan 61 *
	Intelligence Orientation (Ft-120 hrs) R&S Auditorium	7 Nov	14 Nov - 2 Dec
	Operations Support (Ft-200 hrs)	31 Oct	7 Nov - 9 Dec
25X1A6D	[REDACTED]		
	Supervision (Pt-40 hrs) 0830-1230 GS 11-12	28 Nov	5 Dec - 16 Dec
25X1A6D	[REDACTED]		
25X1A6D	Survey of Supervision and Management (Pt-20 hrs) 0830-1230 [REDACTED]	21 Nov	28 Nov - 2 Dec
	<u>OPERATIONS COURSES</u>		
	<u>Code</u>	<u>Close of Registration</u>	<u>Dates of Course</u>
	407 (Pt) 60 hrs.	23 Nov	28 Nov - 16 Dec
	409 (Ft) 80 hrs.	23 Nov	28 Nov - 9 Dec
	416 (Ft) 160 hrs.	31 Oct	14 Nov - 9 Dec
	418 (Pt) 4 hrs. (A.M.)	7 Nov 12 Dec	9 Nov * 14 Dec
	420 (Ft) 120 hrs.	23 Nov	28 Nov - 16 Dec
	427 (Pt) 40 hrs. (afternoons)	30 Nov	5 Dec - 16 Dec
	428 (Ft) 40 hrs.	9 Nov	14 Nov - 18 Nov
	429 (Pt) 60 hrs.	9 Nov	14 Nov - 2 Dec
	439 (Ft) 160 hrs.	7 Nov	21 Nov - 16 Dec

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Directories

OFFICE OF TRAINING

Director of Training

Matthew Baird

11 [redacted]

25X1A

11 [redacted]

25X1

17 [redacted]

25X1A

8 [redacted]

1331A R&S

Deputy Director of Training

2219 Alcott

Plans and Policy Staff Educational Specialists

20/3 [redacted] R&S

Support Staff

2109 Alcott

Assessment and Eval. Staff

201C [redacted] 25X1A

Junior Officer Training Program

2206 Arl. T.

Intelligence School

2210 Arl. T.

International Communism

2206 Arl. T.

Operations School

2206 Arl. T.

Language and Area School
Area Training
Language Training
Voluntary and Special
Language Trng. Programs

2623 Qtrs. Eye

Registrar Staff
Deputy Registrar
Admissions and Information
External Training

2623 Qtrs. Eye

2605 Qtrs. Eye

2620 Qtrs. Eye

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DD/I TRAINING OFFICERS

Assts. for DD/I (Admin)

O/DDI

25X1A OCR

ORR

ONE

OCI

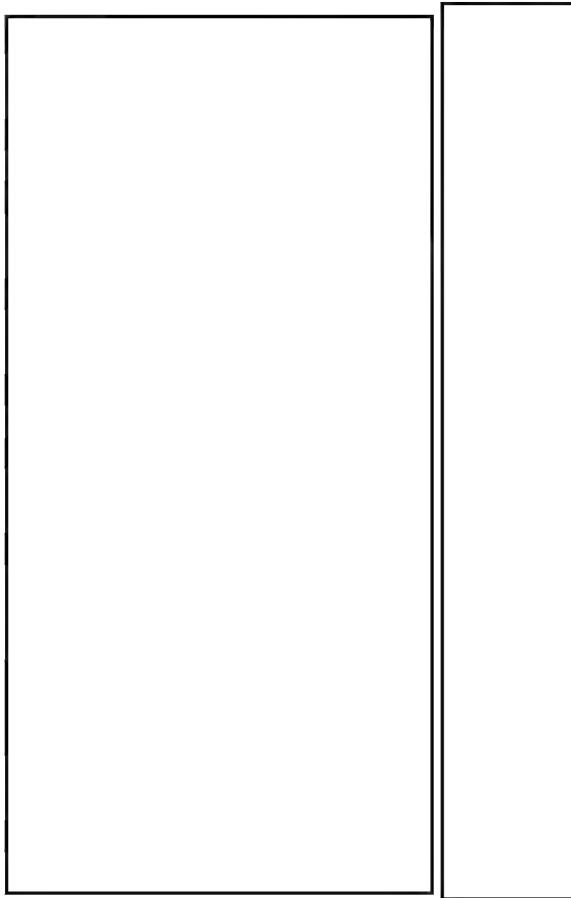
OSI

OBI

OO

CONTACT
FBID
FDD

PIC



347 Admin 25X1

354 Admin

350 26th St.

1003 M

1015 M

105 Admin

2050 Q

2251 Q

25X1A

244 Barton

126



402 1717 H St.

506 1717 H St.

414 1717 H St.

25X1

605 Steuart

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DD/S TRAINING OFFICERS

Special Assts. for DD/S		120 East
Audit		2218 Curie
Communications		1503 Eye
Comptroller		1039 Alcott
General Counsel		226 East
Logistics		1503 2649 Qtrs. Eye
Management		2925 1713 Qtrs. Eye
Medical		2714 Eye
Personnel		2602 Curie
Security		1307 Eye
Training		2623 Qtrs. Eye

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JUNE 12, 1960

CIA—Eyes and Ears of U.S.

The Most Secret Government Agency Has Extraordinary Powers To Do Its Job

By JOHN C. SCHMIDT

UNITED STATES intelligence activities throughout the world come into focus around a unique agency of the Federal Government—the Central Intelligence Agency. It is the most secret and least-known government body, but paradoxically it is one of the most wide-open of the world's great intelligence systems.

Its budget is secret, and how many millions it spends is known to only a handful of Congressmen and a few top agency officers. The number of employees is likewise secret; there is not even a list of them for accounting purposes. It is organized under the National Security Council and answers directly and only to the President.

CIA is probably the only government agency that has no press officer. It neither confirms, denies nor comments on stories about it that appear in the press. It never alibis its mistakes, never explains its methods of operation and never reveals its sources of information.

Headed By Allen Dulles

By contrast, the life of the CIA's director is an open book, especially when compared to the chiefs of other intelligence systems who are not even known by name. Pipe-smoking, professorial Allen W. Dulles earns \$21,000 a year in the job, lives in a rented, unguarded house in Georgetown and comes to work about 8 o'clock every morning in a chauffeur-driven car.

The younger brother of the late John Foster Dulles, Secretary of State, Allen Dulles came to the CIA with a thorough background in the ways of espionage. In World War II in Switzerland he directed a huge spy network of the OSS that operated in Germany and Italy. A scholar and lawyer by profession, he is a graduate of Princeton and the George Washington University School of Law.

Now 67, he plays tennis and swims on weekends. He was married in Baltimore in 1920 to Martha Clover Todd, and they have three children. The Soviets call him a sinister, evil man. President Eisenhower calls him simply amazing.

Access To White House

Mr. Dulles enjoys a number of special privileges which expedite his mission, one of which is immediate access to the President. He has a white telephone on his office desk and another in his home which are direct open lines to the White House. When the location of a new building for the CIA was under consideration, Mr. Eisenhower specified that it be not more than twenty minutes' drive from the White House.

Part of CIA's Washington operations now are located in the old buildings of the Public Health Service—OSS headquarters in World War II—just off the Rock Creek and Potomac River parkway in Washington's Foggy Bottom district. It is surrounded by a barbed-wire-topped fence, but during the day the gates are open and unguarded. Both Mr. Dulles's home and the CIA are listed in the Washington telephone directory, and a sign out front identifies the agency and displays its shield.

You can drive into the grounds without being stopped, and even wire gratings on lower windows of the buildings do not set them apart from similar Federal communities in the nation's capital. The agency's new \$46,000,000 building in Langley, Va., due for completion next year, will also be accessible to the public.

Given Personal Escort

The security line is drawn, however, as soon as the visitor crosses the threshold of any of the buildings. Armed, gray-shirted guards man all entrances, and the visitor with legitimate business must write his name, address and citizenship on a form. A personal escort is provided to wherever he must go from there.

Beyond the sentry stations is an unspectacular array of offices and corridors, walk-in safes, filing cabinets marked "Classified," filing cabinets marked "Not Classified," signs advising when classified waste is picked up and how it must be prepared for disposal. A bulletin board contains notices of cars for sale, apartments for rent and a warning not to post any classified information.

Employees entering and leaving must show wallet-size plastic passes, no matter if they must come and go 100 times a day. Different kinds of passes permit access to different areas. Inside, the typical worker lives in a semi-vacuum, and does not even know what the fellow in the next office is working on.

A New Career Field

CIA's job, carried on in legalized secrecy, is described broadly as the collection and evaluation of information relating to national security. The people that work at it represent a new career field on the American labor scene. This is a result of Mr. Dulles's leadership, for when he assumed command, one of his announced aims was to create a permanent place for intelligence in American government.

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categories in between that cannot even be suggested. But there are few who come even close to the classic cloak-and-dagger type of spy. Today's spies are people trained in geopolitics, languages, history, electronics and foreign affairs. They take vacations, get sick leave and enjoy other benefits of Civil Service.

While the upper echelons of CIA are



Allen W. Dulles, CIA director since 1953, is the younger brother of the late John Foster Dulles.

filled with older people—many with experience in the wartime OSS—the agency is predominantly a young person's organization and has a definite "Ivy League" look. There are exceptions, but Eastern universities head the list of alma maters.

Modern agents gather their information from many sources. While the days of concealed microphones and coded messages are not over, the vast majority of today's items of intelligence are turned up in foreign periodicals, technical papers and reports from our own armed forces and diplomatic corps. Even reports of the Weather Bureau are studied.

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Russ Literature Scanned

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The CIA scans every piece of Russian literature it can lay its hands on and translates any that have scientific content. It monitors thousands of hours of foreign radio news and propaganda broadcasts each week. It produces its own intelligence through a network of special agents whose usefulness continues only as long as they remain unknown.

The U-2 program is the best-publicized example of CIA's intelligence gathering operations and might go down with the Trojan horse as one of the most celebrated espionage feats of all time. Certain freedom was given to field commanders as to the exact timing of these flights, but the direction and control originated with CIA, working with the President and other top government officers.

The program was known only to a few persons, even within the CIA, and until May 1 was one of the best-kept secrets in modern espionage. Its secrecy lingers on, for when Mr. Dulles testified before Congressional investigators on the incident, he had the authority to say whether or not any of his testimony would be released. None was.

Intelligence Estimates

As far as the public and even most of official Washington is concerned, Mr. Dulles is the tightest-lipped bureau head in government. He would be happier if both he and his organization could remain out of public notice altogether. But in a democracy, founded on free speech and a free press, this is scarcely possible.

Most of the reliable information about CIA — and an aide to Mr. Dulles says a great amount of unreliable information has been published — comes from speeches and other public and semi-public appearances that Mr. Dulles makes from time to time. In a talk in New York earlier this year, he spoke of how his agency makes an intelligence estimate, one of its important functions.

In the case of Russia, he said, the CIA's job is to determine where the Soviet Union stands in the missile and other military fields, and where it is going in the immediate future. He said analysis of any Soviet weapons system involves judgments on the capability of the Soviets to produce it, probable inventories of the weapon, the role Soviet military planning has assigned to it, and what the Soviet high command may expect of it in the future.

Briefs Security Council

In the early stages of any given weapon, the CIA stresses capabilities. Then as more facts become available, analysts estimate its programming. Such a procedure is followed for all types of weapons. As evidence accumulates and patterns begin to emerge, the analysts reach their estimate of the likely construction program.

Apart from such estimates which cover specific weapons and situations, the CIA has the job of keeping the National Security Council alert to the general intelligence situation all over the world. Mr. Dulles does this at the council's weekly meetings, attended by the President and his principal advisers. Approved For Release 2005/06/22 : CIA-RDP78-03921A000300010001-3



overt employee makes no secret that he works for CIA, but beyond that little he can say, even to his wife. The covert worker comes closer to the traditional picture of the secret agent.

This agent may be almost anywhere in the world, working or traveling as a scientist, student, economist, engineer or housewife. Only one job category has been revealed as excluded, and that is journalism. CIA has former newspapermen on its staff but enrolls no one still working at it, for fear of throwing a shadow over the entire press. The agency frequently interviews foreign correspondents returning from abroad, as well as businessmen and other travelers, and has offices in 25 cities for this purpose.

Little can be said about the long period of training and the jobs that CIA professional people do. They can make a permanent career in the intelligence field. However, under the program brought in by Mr. Dulles. After three years of work for the agency, an employee can apply for career service. A board then reviews his service and decides whether or not he is desirable as a lifetime careerist.

Part of this career service is a junior described as the West Point of CIA. It takes in people with the highest qualifications in economics, geopolitics, geophysics and other important subjects. These men and women, considered to have the highest potential for intelligence work, are groomed to take over larger and more important roles within the organization.

Overseas Assignments

As another incentive, every effort is made in CIA to promote from within. There is a language training program also, whereby employees are rewarded for studying a new language in CIA's schools. The more "exotic" the language, the bigger the reward. By extending his proficiency by after-hours study year after year, the employee can earn a maintenance allowance for it. Eventually, he will probably be assigned to a country where he can use the language, but overseas assignment seldom comes before the third or fourth year of service.

In addition to producing more capable programs help keep morale in the CIA at a high level. It has a small turnover, compared to other government departments. Specialists are sometimes attracted by the higher salaries paid by big industry, but money does not appear to be the main hold CIA has on its people. Mr. Dulles has said there are some working in the agency at a great sacrifice to themselves.

For a few, the glamour of the service is the big attraction. But for many, it is the knowledge that they are doing important work for the country by providing information on which its leaders can guide its future course. For all, there is the hard fact that the work they do will almost never be publicly recognized or acclaimed. Just as CIA's methods and failures must remain undisclosed, most of the valuable accomplishments of its people must be kept secret, too.

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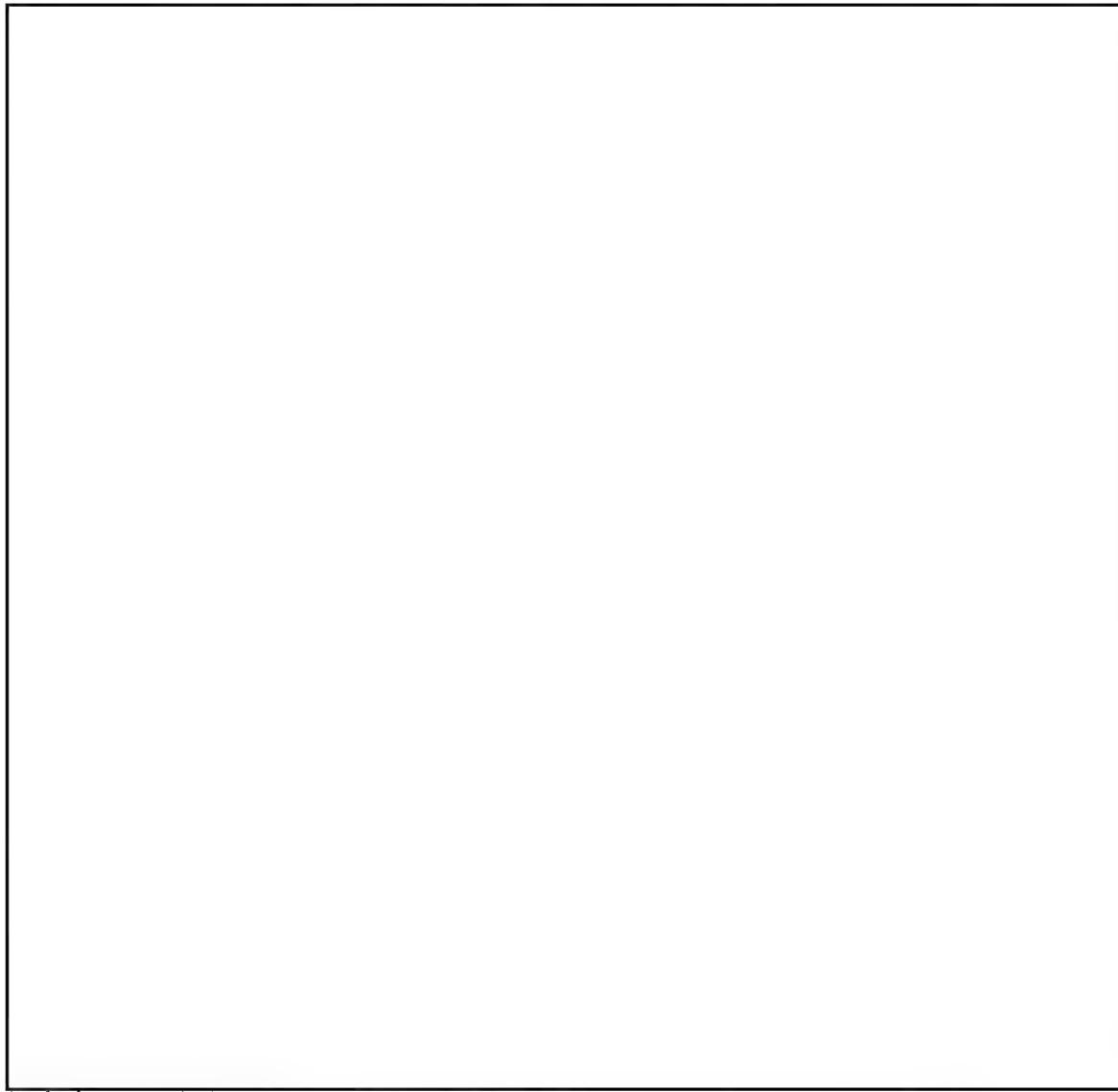
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Writing Workshops are conducted at the basic, intermediate and advanced levels. All are given on a part-time basis in nine, three-hour, morning sessions, over a period of four weeks. To ensure effective results the instructors prefer to keep registration at a maximum of fifteen or twenty. The Basic Workshop is a review of rules of grammar and composition, with special emphasis on structure of sentences and paragraphs. The Intermediate stresses clarity, accuracy and logic in intelligence writing. In both, the instructor analyzes students' work and gives individual attention to the ways writing can be improved. The Advanced Workshop is organized on the basis of requirements levied by the requesting office.

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Intelligence Research - Maps and Photo Reading is a part-time course, recently extended to forty-five hours, and covering the two phases indicated. In the Maps phase the instructor explains the basics of map reading--coordinates, direction, distance, military grids, terrain, profiles, scales, and other data used in interpretation--and in Photo Reading he covers the techniques and processes used in identifying and measuring photographic images. All of these rudiments are treated, meantime, in a series of exercises performed by the student, which are analyzed and discussed in the class sessions.

Scheduled Dates in 1961

Information Reporting, Reports, and Requirements

16 Jan - 3 Feb	5 Jun - 23 Jun
27 Feb - 17 Mar	11 Sep - 29 Sep
3 Apr - 21 Apr	16 Oct - 3 Nov

Information Reports Familiarization

6 Feb - 17 Feb	1 May - 12 May	13 Nov - 24 Nov
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Cable Refresher

8 Feb	1 Nov
14 Jun	13 Dec

Operations

20 Mar - 11 Aug	2 Oct - 23 Feb '62
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Operations Familiarization

27 Mar - 5 May	9 Oct - 17 Nov
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Operations Planning and Management

22 May - 16 Jun	27 Nov - 22 Dec
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Writing Workshop

<u>Basic</u>	<u>Intermediate</u>	<u>Advanced</u>
9 Jan - 2 Feb	20 Feb - 16 Mar	9 Jan - 2 Feb (ORR)
3 Apr - 27 Apr	8 May - 1 Jun	27 Mar - 20 Apr (DDS)
11 Sep - 5 Oct	16 Oct - 9 Nov	11 Sep - 5 Oct

Intelligence Research - Maps and Photo Reading

2 Mar - 7 Apr	2 Oct - 3 Nov
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REVIEW COURSES

Frequently a field tour, and equally perhaps as often, a headquarters assignment, results in the need for a reorientation or refresher on new trends and recent changes in the Agency. The Office of Training conducts two review courses designed primarily for DDP personnel returning to headquarters from overseas tours to inform them of the present status and on-going activities of the Agency. One is the CIA Review; the other, Clandestine Services Review. Recently, OTR added a similar course, Intelligence Review, as a refresher for mid-careerists of the DDI and DDS primarily.

The CIA Review is presented principally for returnee personnel of the DDP and those of other offices who support field operations. OTR's Orientation and Briefing Officer conducts the program which is a two-hour capsule-course, highlighting recent changes and current trends in the intelligence community, the organization of the Agency, personnel policies, the responsibilities of the major components, and the names of key personnel who direct the Agency's activities. The Review is given every second Tuesday of the month beginning at 9:30 a.m., in Room 117, Central Building. There is no grade limitation on registration. Personnel are scheduled to attend by Central Processing, Office of Personnel, as a regular part of the procedure of re-entry to headquarters duty.

To have attended CIA Review does not preclude attendance at the Clandestine Services Review. In fact, DDP returnees are urged to attend it. In some cases senior personnel from the DDS attend and, on special occasion, the Cable Secretariat enrolls selected employees. The grade requirement is GS-9 and above.

Clandestine Services Review is a full-time, two-week course and is scheduled about four times a year. In 1961 it is planned for January, May, September, and November. Most sessions feature lectures given by senior Agency officials closely identified with the topic under review. These topics deal with U. S. intelligence and doctrine, the Agency's mission, and the mechanism whereby national policy is formulated, coordinated, and implemented. The Agency's support structure and its activities are also subjects of coverage by lecturers.

In the Intelligence Review Course ranking Agency officials lecture on the present organization, requirements, and the functions of the Offices of the DDI in their current role of collection, production, and support. The course includes lectures on communism and on a comparison of forces in the cold war. Grade range for attendance is GS-12 and above. Intelligence Review runs two weeks, in the mornings, and, at present, is being conducted in the Auditorium of R&S Building.

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Employees who are interested and may be qualified should discuss registering for any of these courses with their Training Officer. Although, as we have noted, CIA Review and CRS are primarily for overseas returnees, arrangements may be made for headquarters personnel to attend.

OPERATIONS COURSES

	<u>Course</u>	<u>Close of Registration</u>	<u>Dates of Course</u>
25X1A6D	Covert Action Operations (Pt-60 hrs)	23 Nov	28 Nov - 16 Dec
25X1A6D	Clandestine Services Review (Ft-80 hrs)	23 Nov	28 Nov - 9 Dec
25X1A6D	Audio Surveillance Management (Ft-160 hrs)	31 Oct	14 Nov - 9 Dec
25X1A6D	Cable Refresher (Pt-4 hrs)	7 Nov 12 Dec	9 Nov 14 Dec
25X1A6D	CI Operations (Ft-120 hrs)	23 Nov	28 Nov - 16 Dec
25X1A6D	Information Reports Familiarization (Pt-40 hrs)	30 Nov	5 Dec - 16 Dec
25X1A6D	CI Familiarization (Ft-40 hrs)	9 Nov	14 Nov - 18 Nov
25X1A6D		9 Nov	14 Nov - 2 Dec
25X1A6D	Operations Planning and Management (Ft-160 hrs)	7 Nov	21 Nov - 16 Dec

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